

## **Administration Guidelines for Writing Instruction**

### **Rationale**

The Writing Portfolio is a testing component of the Commonwealth Accountability Testing System. All writing instructional practices that lead to the production of writing portfolio entries must adhere to the following regulations: *Program of Studies for Kentucky Schools* (704 KAR 3:303), Writing Portfolio Procedures (703 KAR 5:010), and the Administration Code for Kentucky's Educational Assessment Program (703 KAR 5:080). Consequently, any staff involved in the development of portfolios must comply with these regulations.

The following educational standards were used to determine appropriate practices and to identify practices that are in violation of this Code: Professional Ethics, Educational Defensibility, and Student Ownership.

<b>1. Professional Ethics</b>
-------------------------------

<b>Code</b>	<b>Examples of practices in <u>compliance</u> with regulations</b>	<b>Examples of practices that <u>contribute</u> to violations of regulations</b>	<b>Examples of practices that are in <u>violation</u> of regulations</b>
Teachers provide, in the course of instruction, opportunities for writing appropriate for inclusion in the portfolio.	School-wide writing program exists in which portfolio appropriate writing is done in content areas as well as English Language Arts  Documentation is evident that writing is being completed in all grades according to the	Focusing on the development of the portfolio and not on the writer  Engaging students to	Engaging students in writing entries that have no link to instruction (703 KAR 5:010)  Writing development in

# DRAFT

(September 16, 2005)

	<p>requirements in the <i>Program of Studies</i></p> <p>Writing folders are kept for all students and are passed on with the students from grade to grade</p> <p>All new teachers are provided with additional training: writing instruction, conferencing techniques, standards for writing in each grade, and scoring training</p> <p>Teacher-assigned writing tasks relate to the content being studied in a class</p> <p>Teacher-assigned content area reading tasks represent the kinds of writing included in the portfolio</p> <p>Writing tasks linked to instruction are embedded in units of study</p> <p>Writing to learn experiences (e.g., writer's notebook, entrance/exit slips, learning logs, observation logs) become catalysts for authentic writing</p> <p>Students draw on their own experiences, their learning, their reading and their inquiry to complete writing</p> <p>Students have sufficient entries in their working folders to enable selection of entries in the</p>	<p>write by offering only "whole class" writing prompts which limit ownership and authenticity of writing</p> <p>Limited availability of updated training of all stakeholders (i.e., teachers, parents, administrators) in the instruction of writing and conferencing techniques</p> <p>A standardized training in guidelines for writing instruction not emphasized at the school during the fall</p> <p>Districts not providing on-going training (e.g., portfolio analysis, coaching, professional book study, writing workshop) in writing instruction</p> <p>Districts not providing updated writing</p>	<p>isolation of classroom instruction (703 KAR 5:080)</p> <p>Lack of training in the instruction of writing and conferencing techniques for those who work with student writers (703 KAR 5:080)</p> <p>Districts not providing updated and current materials and adequate training concerning scoring documents and standards (703 KAR 5:080)</p> <p>Process writing instruction occurring only during the assessment year (703 KAR 5:010; 704 KAR 3:303)</p>
--	--	--	---

	<p>portfolio</p> <p>Districts/schools develop a procedure to collect and analyze writing pieces at non-accountability levels that are appropriate types of writing for portfolio categories</p>	<p>development handbooks and Marker Papers to all teachers</p> <p>Districts not having a professional library on writing instruction</p>	
Teachers allow ample time for preparation of portfolio entries in the classroom and may allow some student work outside of class.	<p>Teachers help students identify individual reading/writing goals and reflect on their learning</p> <p>Reading/Writing Workshop model (usage of writing process) implemented that promotes defined blocks of time for reading/writing connections, literacy instruction and generation of student work based on interest</p>	<p>Writing in classrooms not organized to promote writing (e.g., Writer Workshops)</p> <p>Making writing assignments and reviewing only the final draft with no opportunity for conferencing</p>	<p>Writing instruction being used as a punitive measure rather than a component of daily instruction (703 KAR 5:080)</p> <p>Portfolio pieces completed at home with no evidence of process writing in the classroom (703 KAR 5:080; 704 KAR 3:303)</p>
<b>2. Educational Defensibility</b>			
<b>No statement currently in Code of Ethics addresses educational defensibility – one will be added (e.g., Teachers link instructional practices to real-world situations in order to ensure students develop as</b>	<p>Implementing classroom practices that ensure students develop as independent writers</p> <p>Showing students examples of real-world writing in all content areas</p> <p>Providing opportunities for student choice when making writing assignments</p>	<p>Any classroom practice that would increase the score of a portfolio without simultaneously increasing the student's ability to apply those skills in an independent situation</p> <p>Administrators</p>	<p>Writing conferences that focus on only the piece of writing and not on student skills</p> <p>Administrators or teachers</p>

# DRAFT

(September 16, 2005)

<p><b>independent/proficient writers and thinkers).</b></p>		<p>pressuring teachers to have “no novice” portfolios</p> <p>Using portfolio scores for punitive purposes (e.g., not allowing students to graduate based <b>only</b> on portfolio score)</p> <p>Focusing on portfolio completion rather than instruction for the development of writers</p>	<p>instruct or encourage scorers to assign higher or lower scores than are warranted by the work contained within particular portfolios</p> <p>Portfolio scores used as the sole determiner of grade assignment or graduation</p> <p>Portfolio development that allows no student choice in topics, or portfolio development that occurs in isolation of regular study and instruction</p>
	<p>Allocating resources to developing student writers</p>	<p>Allocating a disproportionate number of resources to the development of portfolios to the detriment of other programs</p>	<p>External resources hired to conference on portfolio entries</p> <p>ESS funds designated only for assessment year students and development of portfolio entries</p>
	<p>Assigning school writing leadership (i.e., cluster leader) role to knowledgeable teachers who can lead writing discussions, assist in writing</p>	<p>Assigning school writing leader role</p>	<p>Providing writing leader limited opportunities to</p>

(September 16, 2005)

	instruction, serve as a conduit for disseminating information, provide scoring training and professional development and serve as an instructional leader	(cluster leader) to first year teachers or those with limited experience  Providing writing leader limited opportunities to share writing instruction with staff	share writing assessment information with staff (703 KAR 5:080)
<b>3. Student Ownership</b>			
Teachers ask questions to clarify the student's purpose, approach, meaning, content, ideas, organization, strategy, sentences, words and mechanics.	<p>Focusing on making each day's lesson a quasi whole group conference (i.e., common patterns of problems the class might be having, strategies for attacking those problems, literary techniques, addressing confusions about conventions that students might be having)</p> <p>Conferencing teams/partners communicate about revision AND editing strategies used in the writing classroom before conferencing with students</p> <p>Helping students set and limit goals for revision</p>	<p>Conferencing conducted by <u>only</u> the classroom teacher</p> <p>Undocumented conferencing sessions</p>	<p>Any assistance or intervention from teachers, peers or others that diminishes personal ownership of the portfolio (703 KAR 5:080)</p> <p>Altering documentation attesting that portfolio contents were produced by the student (703 KAR 5:080)</p> <p>Excessive conferencing that reduces student ownership of the writing (703 KAR 5:080; 703 KAR 5: 010)</p>

# DRAFT

(September 16, 2005)

			<p>Conferencing sessions focused on improving a single piece of writing rather than improving the writer through focusing on patterns of errors and writer's concerns (703 KAR 5:010)</p> <p>Conferencing completed by an individual who has no knowledge of the student's growth and goals as a writer (703 KAR 5:010; 703 KAR 5:080)</p> <p>Teacher control of writing process rather than training students to implement process independently (703 KAR 5:080)</p>
Teachers may indicate the position of errors (e.g., circle errors, highlight mistakes, put checks in margins of lines where errors occur) and ask students questions about errors.	<p>Teachers and other responders limit a conference's focus to one or two areas of need, addressing patterns of errors or problems that occur frequently</p> <p>Mini-lessons can be used with smaller groups of students experiencing similar specific problems</p> <p>Students pair off and edit one another's work, pointing out the position of any errors they see</p>	Teachers do not provide feedback to students about their writing performance until the assessment portfolio is scored for accountability	Teachers or others make direct corrections or revisions on a student's work (both on paper and in the computer lab) that is to be included in the student's working folder or assessment collection (703 KAR 5:080)

	Transparency editing procedure using a sample of student work for the whole group to review		
Teachers share and discuss with students the portfolio scoring criteria and samples of student work that exemplify those criteria.	<p>Students practice inquiry in a particular mode to make observations, ask meaningful questions and create their own hypotheses based on a specific criteria, e.g., idea development</p> <p>Teachers share ineffective writing to demonstrate inadequacies to obtain suggestions for revision</p> <p>Students read successful pieces and create lists of positive qualities to emulate</p> <p>Teachers share genre specific characteristics</p> <p>Teachers assess student work in the working folder as a formative classroom assessment</p> <p>Teachers use Marker Papers as a resource for instruction</p>	<p>Classroom standards do not align to state assessment standards (e.g., students receive “A’s” on writing assignments but receive a novice score on the assessment portfolio)</p> <p>Students receive grades on research work with no indication of plagiarism but they receive incomplete portfolio scores due to plagiarism identified in the same papers</p> <p>Teachers do not include student work from the writing portfolio in classroom grades</p>	<p>Students receive novice scores but have not been given feedback via grades indicating writing weaknesses</p> <p>Teachers accepting and giving credit/grades for student writing although there is clear evidence of plagiarism</p> <p>Students produce writing for state assessment purposes only, not in connection to classroom study</p>
Teachers discuss best pieces and possible choices for inclusion in the portfolio with	Teachers regularly plan time for students to review and reflect on the writing pieces in the working folder, evaluate their individual writing goals and plan future direction	Lack of organized writing time in the classroom that allows conferencing time at all	Number of pieces in the working folder indicates little or no choice in writing modes (704 KAR

# DRAFT

(September 16, 2005)

students.		levels of the writing process	3:303)
Teachers assist students in identifying a variety of tasks that address the required categories and types of portfolio entries.	<p>Students have opportunities to write entries that reflect the different forms addressed by the different categories of writing</p> <p>Brainstorming activities to help students identify purpose and audience</p> <p>Students are provided with a variety of revision strategies</p> <p>Students' writing demonstrates originality and individuality</p> <p>Writers genuinely try to convey ideas to readers for a meaningful, realistic purpose</p>	<p>Students are restricted to "cookie cutter" assignments</p> <p>Writing is a canned response which repeats something the teacher said to do</p>	<p>Writing instruction is merely a series of fill-in-the-blank activities or other such exercises that diminish student ownership of writing products (703 KAR 5:080)</p>
Students shall write, type or word process portfolio pieces by themselves, unless otherwise allowed as accommodations by 703 KAR 5:070.	Students' keyboarding skills and availability of technology are taken into consideration when deciding the feasibility of students word processing throughout the different stages of writing	Districts provide limited availability of computers to classrooms responsible for portfolio completion	<p>Assessment year teachers monopolize computer rooms during February and March in order to word process final drafts for the assessment collection (703 KAR 5:010)</p> <p>Teachers require students to word process final copy without providing access to technology throughout the writing process (703 KAR</p>



# DRAFT

(September 16, 2005)

			5:010)
Teachers may assign peer tutors and others to assist students with portfolio development. All persons who provide assistance to students in writing development shall receive written information and training regarding how assistance may be appropriately provided.	<p>Documentation of compliance is on file</p> <p>Use of <i>Sharpen Your Child's Writing Skills</i> in parent workshops and in parent newsletters</p> <p>Lesson plans include instruction in writing conferencing technique</p>	Vague or inconsistent portfolio development training provided to peer tutors and others	<p>Peer tutors and others provide assistance <u>beyond that</u> which can be provided by the teacher (703 KAR 5:080)</p> <p>Portfolio pieces completed at home with no evidence of process writing in the classroom (703 KAR 5:010; 703 KAR 5:080)</p> <p>Lack of documentation verifying that peer tutors or others have been trained in conferencing assistance (703 KAR 5:080)</p>